

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet**

Name of Principal Mrs. Patricia Gambill  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Central Elementary School (As it should appear in the official records)

School Mailing Address 1715 Euclid Avenue  
(If address is P.O. Box, also include street address)

Paintsville, KY 41240-8649  
City State Zip Code+4 (9 digits total)

Tel. ( 606 ) 789-2541 Fax ( 606 ) 789-2527

Website/URL: www.staff.johnson.k12.ky.us\ces\ E-mail: pagambill@johnson.k12.ky.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
Date  
(Principal's Signature)

Name of Superintendent\* Mr. Orville Hamilton  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Johnson County Schools Tel. ( 606 )789-2530

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
Date  
(Superintendent's Signature)

Name of School Board : Dr. Franklin K. Belhasen  
President/Chairperson \_\_\_\_\_

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
Date  
(School Board President's/Chairperson's Signature)

## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:      6 \_\_\_ Elementary schools  
    1 \_\_\_ Middle schools  
        Junior high schools  
    1 \_\_\_ High schools  
    \_\_\_ Other (Briefly explain)
- 8 \_\_\_ TOTAL
2. District Per Pupil Expenditure:            \$6164.00
- Average State Per Pupil Expenditure:   \$6846.00

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4. 12 \_\_\_ Number of years the principal has been in her/his position at this school.  
      \_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>K</b>	22	17	<b>39</b>	<b>7</b>			
<b>1</b>	23	26	<b>49</b>	<b>8</b>			
<b>2</b>	21	26	<b>47</b>	<b>9</b>			
<b>3</b>	18	22	<b>40</b>	<b>10</b>			
<b>4</b>	18	15	<b>33</b>	<b>11</b>			
<b>5</b>	24	20	<b>44</b>	<b>12</b>			
<b>6</b>	16	25	41	Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>293</b>



Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>  5</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>  7</u> Specific Learning Disability
<u>    </u> Hearing Impairment	<u> 27</u> Speech or Language Impairment
<u>  21</u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>    </u> Multiple Disabilities	<u>    </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>  1</u>	<u>    </u>
Classroom teachers	<u>  20</u>	<u>  4</u>
Special resource teachers/specialists	<u>  4</u>	<u>    </u>
Paraprofessionals	<u>  7</u>	<u>    </u>
Support staff	<u>  12</u>	<u>    </u>
Total number	<u>  44</u>	<u>  4</u>

12. Average school student-“classroom teacher” ratio:      16:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	<u>96.64</u>	<u>96.47</u>	<u>98.02</u>	<u>97.35</u>	<u>97.73</u>
Daily teacher attendance	<u>98%</u>	<u>97%</u>	<u>99%</u>	<u>96%</u>	<u>97%</u>
Teacher turnover rate	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Student dropout rate					
Student drop-off rate					

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## **PART III - SUMMARY**

Central Elementary is located in the Johnson County School System in the heart of Eastern Kentucky. This is an area that lacks many of the advantages that tend to predict academic progress. However, our school has taken the initiative to make itself known as Johnson County's most successful school, receiving both state and national recognition.

Our school's interior is unique in design. Kindergarten through fourth grade, employ open classrooms, which are recognized as families. This enables students to excel at their own rate of learning, allowing them access to differentiated levels within one room. This also encourages team teaching and collaboration. Throughout the school, the practice of inclusion is a key component to the atmosphere. Pullout programs do not exist at Central Elementary. Our Title One and Special Education teachers collaborate in the regular classroom. We have seen significant success with this.

The premise of our school truly is "all children can learn". However, we find with many of our students, barriers exist which we must overcome, allowing our students to succeed. This is where "common sense" must be used. Children must feel good about themselves and equal to others in non-academic areas. We employ strategies that some schools do not deem important. We use our Resource Center to fund a full-time nurse. This helps with attendance, and in diagnosing problems that must be addressed. The center also provides new clothes, shoes, coats, and any other need the children may have. We ensure that each day all children are clean, have brushed hair, and dressed appropriately. These students usually come from homes where parents are overwhelmed with a large family or are just apathetic toward their child.

To increase the probability of a student having a "good day", we work with our classified staff to help them realize their important influence on these children. Many students see bus drivers, cooks, aides, and other personnel prior to entering their classroom. One of these people can "make or break" a student's day with a comment. Therefore we encourage all employees to be friendly, kind, and caring towards our students.

Having a percentage of 72% free/reduced lunch, we find that many have no extra money for snack, pencils, paper, or a backpack. To remedy this, our teachers and many parents become "guardian angels" providing these extras for the children.

One of the most important people in our school is our counselor. Our philosophy is preventative intervention, the most important aspect in dealing with problems.

Physically, we endeavor to have a homey atmosphere including furniture, artwork, plants, wallpaper and other touches, which make our school a warm and inviting place. For holidays, our school is decorated to create the ambiance of a home that a family would share. We invite all parents to have lunch with their child. Our cafeteria is candle-lit to denote a special occasion. Our parents are invited to be in our school at any time. We want them to understand that this is their school, not ours. Due to this we have several thousand parent volunteer hours each year.

All students who want to be on the academic team may do so. All students who want to play sports, be a cheerleader, a dance team member, or a Pep Club member may do so. Occasionally we have more cheerleaders than ballplayers! We make sure that this cost is not prohibitive to any child.

Yes, we truly believe that "all students can and will learn", because we do everything in our power to ensure that no barrier exists to prohibit learning. We call it "common sense" plus a lot of love for all!

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### ***PART IV – NUMBER 1 READING AND MATH ASSESSMENT RESULTS***

Central Elementary is a school that takes pride in academic performance. Our assessment results have constantly shown gains in the goals outlined by the Kentucky Department of Education.

In the state of Kentucky, students are assessed in grades 3, 4, 5, and 6. In grades 3 and 6 students are administered the Comprehensive Test of Basic Skills (CTBS), whereas, grades 4 and 5 are administered the Commonwealth Accountability Testing System (CATS).

Students who were administered CTBS in reading at the end of 3<sup>rd</sup> grade, showed greater gains than the state or nation. Our students scored in the 81<sup>st</sup> percentile, while the state scored in the 59<sup>th</sup> percentile and the nation in the 50<sup>th</sup> percentile. Sixth grade students also showed higher gains than the state or nation. These students performed at the 91<sup>st</sup> percentile, while the state was at a 54<sup>th</sup> percentile and the nation at the 50<sup>th</sup> percentile.

The CTBS math results for students at the end of 3<sup>rd</sup> grade once again ranked above the state and national averages. Our school scored in the 82<sup>nd</sup> percentile, while the state was at a 59<sup>th</sup> percentile and the nation at the 50<sup>th</sup> percentile. Sixth grade scored in the 92<sup>nd</sup> percentile, the state was at the 52<sup>nd</sup> percentile and the nation at the 50<sup>th</sup> percentile. Combining reading and math scores our sixth grade scores were the highest in the state of Kentucky. These CTBS scores were then calculated with the results of the CATS Assessment scores.

CATS assessment is administered to grades 4 and 5. In fourth grade, students are tested in Science, Reading and On-Demand Writing, as well as a writing portfolio. Fifth grade students are tested in Math, Social Studies, Practical Living and Arts and Humanities. The CATS assessment consists of a small amount of multiple-choice questions, with the weight of the test being on student's written responses to open-ended questions. Students are scored on four levels: novice, apprentice, proficient and distinguished, with distinguished being the highest level. These categories translate into a scale of 0-140, with 100 being considered proficient. The state goal for all school is 100 by the year 2014. Central has already exceeded that goal with a score of 117 in reading and 104 in Mathematics. This is quite an accomplishment for a school located in the heart of Eastern Kentucky where 72% of our students receive a free and reduced lunch.

Since the implementation of this testing in Kentucky, Central Elementary has consistently made gains and has excelled above district, region, and state goals for accountability. The success of our school is evident in the recognition it has gained at the state and national levels over the past years. Our school was recognized by the Kentucky Department of Education as an official "Pacesetter School" and also as a Kentucky Proficient School.

#### ***PART IV – NUMBER 2 USE OF ASSESSMENT DATA***

Central Elementary consistently uses assessment data to understand and improve student and school performance. When assessment results are released to our school we immediately meet as a staff school-wide. Each core content teacher analyzes their own content area, to have a better understanding of their own strengths and weaknesses as a teacher. An open forum discussion then takes place, in which teachers report their findings. This enables each teacher to make accommodations for professional growth, in areas which they feel the need for improvement.

Another meeting is scheduled for instructional personnel to look at every facet of assessment results. Divided into groups, we look at each subject area and factors leading to proficiency. This would include areas such as gender, extended school service, special needs students, and free and reduced lunch. This close analysis enables us to identify any improvements necessary, as well as the continuance of identified strengths. Following this close analysis the assessment results are charted and placed in our consolidated plan for school improvement.

Our assessment analysis shows us that in order to maintain the high standards, our school has achieved over the past several years, we must continue to align instruction with the Kentucky Core Content as well as National Standards.

#### ***PART IV NUMBER 3 SCHOOL COMMUNICATION***

We believe that by creating a sense of unity among students, parents, community administrators and staff each student can reach their fullest potential. To meet this endeavor communication is vital for success. With this in mind, parent-teacher conferences are held every four and a half weeks. At this time individual student performance is relayed to the parents as well as state assessment results.

In addition, a school report card is mailed to each child's home. This report card provides information about how well our school is doing, where it is succeeding and where there is room for improvement. It also shows a customized growth chart, which gives a yearly accounting of growth. This school report card is also published in the local newspapers, so that the community is aware of our school's performance.

Our school district publishes a newspaper regularly, which is free to anyone in the community. Every student is given a paper to take home. Each school in our district is featured in a one- page layout. This one-page layout includes pictures of activities, student writings and other accomplishments.

Another way that communication takes place is through our monthly school newsletter, which is published by our Family Resource Center. This newsletter informs parents of conference dates, ball game schedules and other upcoming extra curricular events for students and parents.

These activities allow us to have ongoing communication with students, parents, and the community, which ensures our success.

#### ***PART IV – NUMBER 4 SHARING SUCCESS WITH OTHERS***

Central Elementary embraces the philosophy that all students can learn and therefore succeed. We have the distinct honor of being declared a “Pace Setter School”, as well as a Kentucky Proficiency School. Kentucky Education Commissioner, Gene Wilhoit, has visited our school several times to recognize us for our academic achievement. With this recognition comes the responsibility of sharing with others in our district, as well as our state, the methods we use in being successful and proficient. Central Elementary has never been hesitant in sharing this information.

We collaborate within our school district, as well as the state. Schools from other districts across the state visit our school to view and participate in our teaching methods. We always encourage educators to visit our school and observe in our classrooms. We welcome visitors to spend the day with us, we share with them our schedule, curriculum, ideas, and lesson plan design. We willingly collaborate with any school our practices, our resources, and our philosophy of success.

Central Elementary assists in the curriculum design based on Proficiency Quest and the Kentucky Core Content. Proficiency Quest is a computer-based program where the state standards and testing requirements are posted along with Kentucky Core Content. Through professional development and collaboration the teaching staff at Central Elementary create samples of open response questions, and answers to those questions, which are then posted on the Proficiency Quest site. These samples are then available for others in our district to implement.

Professional Development is another arena in which Central Elementary communicates and shares strategies, which lead to success. Many of our educators create and develop trainings to demonstrate methods, which we feel have led to our overall success.

Another way that Central Elementary shares its success is through the media. Due to our willingness to share our students’ success, we have made ourselves available to do newspaper interviews as well as radio talk shows. It is in this forum that we discuss our school-wide strategies for successful learners.

## **PART V – CURRICULUM AND INSTRUCTION**

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### ***PART V – NUMBER 1 CURRICULUM AND INSTRUCTION***

Central Elementary’s curriculum is state mandated by The Kentucky Core Content. The core content is divided into Reading, Writing, Math, Social Studies, Science, Practical Living, and Arts and Humanities.

In reading, students develop abilities to apply appropriate reading strategies for various authentic tasks, to reach personal goals, to understand the human experience, to create products, to accomplish authentic tasks and to develop ideas in written/oral responses.

In writing, students demonstrate the ability to write a reflective, personal, transactive, and literary piece and maintain a focused purpose to communicate with an audience. Students will write from personal experience, as well as, letters, speeches, editorials and selected forms of the text.

Within the area of Arts and Humanities, students create movement through dance, apply appropriate terminology, identify and discuss dramatic elements in literature, films and plays. They describe works of art using the elements of art and the appropriate terminology. In the area of Music, students apply musical notation, distinguish among families of the instruments and identify various styles of music.

In Mathematics, students make connections between concepts and skills, perform operations and procedures, and efficiently explain how they work in real world and mathematical situations. Students work both individually and in groups to explore and develop an understanding of processes, then, write to explain and demonstrate their understanding.

In Science, students use simple equipment, design and conduct simple investigations and they examine the role that Science will play in everyday life. Students study all areas of Science, which are life, earth and physical by using text, technology, group and individual exploration.

Social Studies is an area in which the students are introduced to different cultures, social institutions, basic economic problems, different types of maps, responsibilities of citizenship and the history of the United States and the establishment of Government. Students are actively engaged through the use of text, group studies, field trips, current events, hands on models, and guest speakers.

Practical Living is a combination of consumerism, physical education, health, and vocational studies. Through group activities, students learn resolution of conflict, safety procedures, budgeting, careers, nutrition, and the benefits of an active lifestyle. Community and Parental support are a critical component necessary for the students to apply what they have learned in the area of Practical Living.

Goals and objectives from the core content are continuously overlapping in order for all students to achieve mastery. Our school takes this further, by making sure that all grade levels are assessed in writing by the use of internal portfolios, which represent their reflection on all content areas. Internal portfolios are scored twice yearly in order to analyze students' growth in each core content area.

Our school has already met the state goal of 100% proficiency by the year 2014. We as educators must maintain the strict adherence to Core Content alignment that has contributed to our schools current success.

## ***PART V NUMBER 2 READING CURRICULUM***

Central Elementary's Reading curriculum is based on Kentucky Core Content. Our district adopted the Scott Foresman Reading Program. The school adoption committee selected this series due to the fact that it is so well aligned with Kentucky Core Content. In addition to this program, we use school wide Title One reading services. We also implement school wide Brigance testing on basic reading skills. Brigance is a test designed to assess basic skills. Students are required to read and spell 400 functional words by the time that they exit third grade.

Our school also has adopted the Accelerated Reading Program. This tests students' comprehension skills through the use of technology. This program was chosen through research that showed reading comprehension growth.

Our school also received the Early Reading Incentive Grant that was initiated by

the General Assembly in 1988. We used this money to implement the Breakthrough to Literacy program. We chose this program due to the high impact on the reading skills of primary students reading at low levels. Breakthrough to Literacy is implemented in grades kindergarten through second grade.

In addition to Brigance, Accelerated Reader, and Breakthrough to Literacy, our school does an individualized reading computer test for each student known as S.T.A.R. It tells each student's reading level and the level of which they should be reading for maximal growth.

All of these programs together make a well rounded, successful, reading program.

### ***PART V NUMBER 3***

Our Mission statement at Central Elementary is to create a positive learning environment that involves students, staff, administrators, parents and resources in the community. This community involvement will enable us to reach our goal of increased student achievement. By allowing everyone to have input in this process, and keeping student learning as our first priority, we feel our students will reach their maximum potential in both education and character.

One curriculum area that addresses this is Practical Living. Practical Living promotes individual well-being and healthy family relationships, consumer awareness, community resources, physical activity, successful work habits, and strategies for choosing and preparing for a future career.

Our school feels that in order for students' performance to be at a maximum level, their basic needs must be addressed physically, emotionally, and socially. Children must also prepare for their future workplace. In order to achieve their goals for the future, they must be exposed to different facets of the career world. Our Practical Living program exposes the students to community resources through guest speakers, field trips and individualized instruction of the Kentucky Core Content.

Through these various ways of learning about "self" the children create successful lifelong habits. This enables them to be successful students as well as becoming a successful component of society.

### ***PART V NUMBER 4 INSTRUCTIONAL METHODS***

Central Elementary is a school that utilizes an open classroom environment. This enables our students to work on their individual level. Our school practices full inclusion for special needs students. We use team teaching and collaboration of Title I and Resource teachers to instruct students on every level. All instruction is aligned with Kentucky Core Content across the curriculum.

We use various teaching strategies to address multiple learning intelligences. For instance, students can receive instruction in a computer lab setting. This enables students to practice keyboarding skills, collect, organize and communicate information and ideas.

Hands-on and group activities also take place in all areas of the Core Content. This strategy allows students to practice team skills, reinforce concepts in the curriculum, and learn from each other.

Our school takes the initiative to do an informal writing portfolio audit twice each year. This allows teachers to have a clear understanding of student writing abilities and future goals. With this knowledge teachers can offer the instruction to improve the writing needs for each individual student.

A variety of instructional methods are in place every day in each classroom of our school. These include hands-on activities, field trips, guest speakers, the use of technology, long-term projects, and the daily practice of basic skills. All of these combined strategies enable our students to reach success.

## **PART V NUMBER 5**

Student achievement is directly impacted by the school's professional development program. One facet of our professional development is data analysis. Through this process, teachers become aware of the strengths and weaknesses within the content areas. Each teacher then creates an individual growth plan, which is addressed through future professional development. The weaknesses are then addressed through regular instruction in the classroom, which improves student learning.

Each teacher in our school is required to complete six hours of professional development training in technology. This enables our teachers to be proficient in the use of computers and other technology in their core content area.

Another important aspect of professional development for our school is our school retreat, which takes place during summer vacation. This retreat consists of two days of intense training, scheduling, planning, and testing analysis. We often have guest speakers at our retreat, based on our professional development needs assessment. The information gathered and completed at this retreat, allows teachers to return to the classroom with a new focus and innovative ideas for the school year.

To recognize each teachers needs for professional development, we have a professional development representative on the teaching staff. This person conducts surveys of teacher interest based on teacher needs. This information is then forwarded to our district professional development coordinator. Professional development is then aligned to meet the teachers' needs. This knowledge then has a positive effect on student learning.

## **PART VII - ASSESSMENT RESULTS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade \_\_\_3-6\_\_\_

Test Commonwealth Accountability Test (grades4&5) CTBS (grades 3&6)

Edition/publication year 1998(CATS) 1997(CTBS-5) Publisher of both tests is CTB

McGraw Hill (contractor)

What groups were excluded from testing? Why, and how were they assessed? No students are excluded from testing.

Number excluded 0 Percent excluded 0

### READING SCORES- GRADE 4

Testing Month: May	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>STATE SCORES</b>					
% At or Above Novice	100%	100%	98%	98%	98%
% At or Above Apprentice	100%	100%	98%	98%	98%
% At or Above Proficient	96%	100%	87%	75%	88%
% At or Above Distinguished	39%	42%	22%	18%	17%
Number of Students Tested	49	33	51	44	42
Percent of Students Tested	100%	100%	100%	100%	100%
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1.Free/Reduced Lunch Subgroup					
% At or Above Novice	100%	100%	97%	100%	100%
% At or Above Apprentice	100%	100%	97%	55%	100%
% At or Above Proficient	95%	100%	**80%	**55%	**55%
% At or Above Distinguished	42%	42%	**80%	**55%	**55%
Number of Students Tested	36	26	30	40	31
2.Extended School Service Subgroup					
% At or Above Novice	100%	100%	100%	100%	100%
% At or Above Apprentice	100%	100%	97%	100%	100%
% At or Above Proficient	94%	100%	**82%	**67%	**58%
% At or Above Distinguished	35%	15%	**82%	**67%	**58%
Number of Students Tested	17	13	39	12	19
<b>STATE SCORES</b>					
State Mean Score	83 index	82 index	81 index	80 index	79 index
Central Elementary	115 index	117 index	103 index	98 index	102 index
1					

### KENTUCKY CORE CONTENT TEST

\*\* State did not separate proficient and distinguished scores until 2001-2002

Testing Month: May	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>STATE SCORES</b>					
% At or Above Novice	100%	100%	100%	100%	100%
% At or Above Apprentice	100%	100%	100%	67%	64%
% At or Above Proficient	94%	93%	81%	33%	33%
% At or Above Distinguished	38%	16%	20%	0%	5%
Number of Students Tested	32	44	46	39	57
Percent of Students Tested	100%	100%	100%	100%	100%
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Free/Reduced Lunch Subgroup					
% At or Above Novice	100%	100%	97%	100%	100%
% At or Above Apprentice	100%	85%	100%	85%	81%
% At or Above Proficient	96%	99%	**79%	**23%	**27%
% At or Above Distinguished	38%	26%	**79%	**23%	**27%
Number of Students Tested	24	26	34	26	56
2. Gifted/Talented Subgroup					
% At or Above Novice	100%	100%	100%	100%	100%
% At or Above Apprentice	100%	100%	100%	100%	100%
% At or Above Proficient	100%	94%	100%	43%	55%
% At or Above Distinguished	35%	15%	50%	14	0
Number of Students Tested	12	18	8	7	9
<b>STATE SCORES</b>					
State Mean Score	68 index	67 index	64 index	61 index	58 index
Central Elementary	113 index	104 index	100 index	63 index	63 index
2					

**MATH SCORES – GRADE 5  
KENTUCKY CORE CONTENT TEST**

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\*\* State did not separate proficient and distinguished scores until 2001-2002